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ABSTRACT

A consortium was formed to experiment in sharing instructional ideas and materials among the membership of the North Carolina community college system for the purpose of improving the quality and efficiency of instruction by increasing the availability of high quality instructional materials while at the same time decreasing the costly duplication of effort in developing such materials. Representatives at member institutions located and screened materials for input to a clearinghouse, and they handled negotiations involving sharing among institutions. The clearinghouse maintained detailed listings of its materials and distributed a newsletter describing new materials available and communicating consortium internal affairs information. The project was considered successful in that 53 of the 57 North Carolina community colleges had joined the consortium and over 200 listings of materials had been received. However, the actual amount of sharing was difficult to pinpoint and promotion of increased participation and sharing by the institutions was recommended. Other recommendations included focusing on the selection, qualifications, and duties of the institutional contact person, and seeking additional funding. Over half of this report is comprised of an appendix which contains various sample report forms, by-laws of the consortium, a chart of the organizational structure, and a handbook for the contact person. (BL)

OCCUPATIONAL EDUCATION RESEARCH PROJECT FINAL REPORT

Vocational Education Amendments of 1968 (Public Law 90-576)

(Title I - Part C - Sec. 131 [b])

"CONSORTIUM FOR SHARING INSTRUCTIONAL MATERIALS"

Joseph B. Carter, Project Director
Cornell W. Chappell, Secretary

NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

June 30, 1977

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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NORTH CAROLINA DEPARTMENT OF PUBLIC EDUCATION

Occupational Research Unit

Raleigh, N. C. 27611

CE 012 942

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PREFACE

In the past twelve years the North Carolina system of community colleges has grown into a comprehensive network of 57 community colleges and technical institutes. These post-secondary institutions now offer more than 200 curricula programs covering a variety of vocational and technical areas. Such a program offering has caused considerable duplication of programs in a majority of the institutions.

In order to meet the needs of the learner most institutions started developing instructional media to supplement classroom instruction. The production of such media required considerable financial support, many man-hours and media personnel with special skills.

The writer observed and analyzed the situation and attempted to develop a model for the sharing of instructional materials and ideas.

The project as described in the following report was conceived and implemented to sustain good instruction with appropriate media, but at the same time reduce the cost of production through better utilization of personnel and financial resources.

INTRODUCTION

A certain intriguing and basically human tension has long existed between concepts of self-sufficiency and resource sharing. The need to share educational resources dates back to 200 B.C., when the library at Alexandria loaned books to the library at Pergamum. The whole of human experience demonstrates over and over again that no man is an island, neither is he a learning resources center. Man is a sharing animal, at least at his best. It is through sharing that he finds self-realization, enlightenment, and fulfillment. The development of man and his environment depends absolutely on how much and how effectively he shares.

THE PROBLEM

The North Carolina Department of Community Colleges was established by the General Assembly of North Carolina in 1963. It operates under the jurisdiction of the State Board of Education as a Comprehensive Community College system.

The student population in the Community Colleges is highly diversified. Instruction for these students is highly complex which requires that information be presented at a level relative to the needs of the learner. Communication is improved by using a wide range of materials in a variety of formats.

There are fifty-seven (57) institutions in the North Carolina Department of Community Colleges. Each has the freedom to work independently, although they are state supported. This freedom provides the opportunity to be innovative. Many of the institutions have the equipment and qualified personnel with skills to produce their own educational media. This includes both print and non-print materials from a single transparency to an individualized instructional package or color television production.

Replication of materials produced by these institutions is a problem. This replication is a waste of effort, time for the personnel involved, equipment used, and creates a drain on financial resources.

Prior to the development and implementation of this project, there was little or no communication among the institutions as to what was being produced or what had been produced in the past.

The purpose of this project is to devise a plan for the production, evaluation, reproduction, and sharing of instructional media within the North Carolina Community College System.

OBJECTIVES

1. To form a consortium of community colleges and technical institutes for the purpose of devising a plan for production and sharing of instructional media to support occupational education.
2. To develop and implement a plan for producing, evaluating and sharing instructional media among participating institutions. (The plan will provide guidelines for determining needs, establishing the most effective medium for the subject, making assignments for local production, evaluating the product and disseminating information about the product to member institutions).
3. Assist local institutions in developing and producing educational modules and materials in support of occupational education programs. (The design, production and reproduction will be accomplished on the local level).

PROCEDURES

The Consortium for Sharing Instructional Media was formed and guided by the following procedures:

1. Write letters with abstract of the proposal inviting the presidents of local institutions to join the consortium.
2. Select approximately ten institutions (including technical institutes and community colleges) to be included as charter members.
3. Have the president of each institution to submit a formal statement verifying membership.
4. Have presidents appoint an appropriate institutional contact person to represent the institution at all meetings and to perform duties assigned by the consortium council.
5. Have membership elect officer for administrative and legal structure.
6. Survey institutions for existing locally prepared materials.
7. Establish evaluation procedures for all products considered for inclusion in the clearinghouse.
8. Evaluate existing materials located by the survey.
9. Establish guidelines for Clearinghouse activities in cooperation with the State Department of Educational Resources.
10. Survey institutions to determine immediate and long-range mutual needs for occupational education instructional materials.

11. Devise a plan for determining the medium, the institution for production, and the time frame of proposed program materials or instructional packages.
12. Proceed with evaluation and clearinghouse procedures as required.

CONSORTIUM FOR SHARING INSTRUCTIONAL MATERIALS

1975-77 EVALUATION

I. INTRODUCTION

It has been nearly 20 months since the inception of the Consortium for Sharing Instructional Materials (CSIM). The following pages provide a thumbnail sketch of its first year's activities.

CSIM is an experiment in sharing instructional ideas and materials among the membership of the North Carolina Community College System. Its intent is to improve both the quality and efficiency of instruction in the North Carolina Community College System by increasing the availability of high quality instructional materials while at the same time decreasing the costly duplication of effort in developing such materials. CSIM was funded for the 1975-77 period by an Occupational Research Unit (ORU) grant and is currently seeking additional monies to continue as well as expand its services.

The Consortium's current services revolve around the CSIM Clearinghouse and its operatives, the representatives at member institutions. Representatives operate in both the input and sharing functions of CSIM; they locate and screen materials for input to the Clearinghouse; and they handle negotiations involving sharing among institutions.

The Clearinghouse itself maintains detailed listings of its materials (Appendix A) and distributes a newsletter describing new materials available and communicating CSIM internal affairs information (Appendix B).

II. RATIONALE

Evaluation has been a major concern of CSIM since its beginning, as reflected in the detailed evaluation plans of the grant document and in the immediate naming of a standing evaluation committee when CSIM was formed.

Some of the CSIM evaluation process is ongoing; materials are screened by each member institution before inclusion in the Clearinghouse, and all shared materials are required to be evaluated as a routine part of the sharing process (Appendix C). Because the Consortium is equally concerned with the efficiency and effectiveness of its operation in relation to its goals, CSIM is presenting a summary evaluation of its ORU grant period activities for both assessment and planning purposes. Similar reports were published in 1976, documenting progress to that time as ascertained by both internal and external evaluations, CSIM Mid-Project Evaluation and Supplement - External Team Report (Appendix D).

III. PROCEDURE

Being charged with preparing the project evaluations the CSIM Committee on Review and Evaluation began by deriving a statement of CSIM objectives from the language of the grant document and the bylaws. With these objectives formulated, measures were sought for both qualitative and quantitative assessment of achievement over the first year of operation (Appendix E). The result of this matching of objectives and measurements was a two-pronged data-gathering process--statistics from the Clearinghouse as well as a survey form sent to institutional representatives (Appendix F).

While most of the objectives could be assessed as to degree of success, several were of the nature of a "yes" or "no" accomplishment of a specific activity and, therefore, do not require detailed discussion in this document.

IV. FOLLOW-UP TO MID-PROJECT EVALUATION

The following report indicates the recommendations of the Mid-Project Evaluation and the subsequent actions taken by CSIM in implementation:

- A. Location of Future Funding: "It is recommended that another FIPSE proposal be prepared and that all possible state and national sources be explored to the fullest extent...it is suggested that a special committee be designated for this task."

Action: Another FIPSE proposal was prepared and state sources are being explored. The special committee was not designated. Perhaps as a result, neither the FIPSE effort nor others have been carried out to their fullest possibilities.
- B. Membership: "Continued low-key efforts should be made to gain CSIM membership by the remaining 14 members of the North Carolina Community College System."

Action: Excellent progress has been made to date with 9 of the 14 having joined CSIM.
- C. Clearinghouse Input: "It should be determined if the Clearinghouse Input Form should be redesigned for faster completion...institutions which joined CSIM in 1976...and all other new representatives should be continued for permanent training materials..."

Action: The Clearinghouse Input Form has been redesigned. An orientation session was held at the fall CSIM meeting. Permanent training materials in the form of the Contact Person's Handbook were published.
- D. Sharing Data: "The amount of 'sharing' in CSIM cannot be accurately determined under present consortium policies and procedures. It is

strongly suggested that some determination be made as to whether institutions themselves will handle the initial information gathering/providing aspect of the sharing process or whether this should come through the Clearinghouse...the primary source of this problem lies in the listing of names of institutions with their materials in the newsletter."

Action: It was decided that sharing would take place at the institutional level and increased emphasis would be placed on the mailing of preview/user evaluations to the Clearinghouse for documentation. Institution names were removed from the newsletter and replaced by code numbers. (The impact of these measures on the accuracy of sharing data is discussed as part of this report.)

V. RESULTS AND DISCUSSION

The results of the 1975-77 Evaluation will be presented by listing each CSIM objective and presenting data related to its achievement as of May 1, 1977. Appropriate data were provided by the Clearinghouse, and the survey form was returned by 84 percent of the membership.

A. Objective: "Find at least ten participants."

Measure: Membership listings from the Clearinghouse

Data: CSIM achieved this objective by the second month of its existence.

Discussion: CSIM's growth has exceeded initial expectations with a total of 53 members (Figure 1).

B. Objective: "Form a Consortium to Devise a Plan for Sharing."

Measure: Report of initial meeting.

Data: CSIM achieved this objective with the meeting held on September 29-30, 1975 (Appendix G).

C. Objective: "Devise a Plan for Sharing"

Measure: Reports of meetings; proposed bylaws.

Data: The CSIM meetings, along with meeting of the standing committees produced the bylaws (Appendix H) and the Clearinghouse forms (Appendices A and C) which constituted the CSIM "plan for sharing."

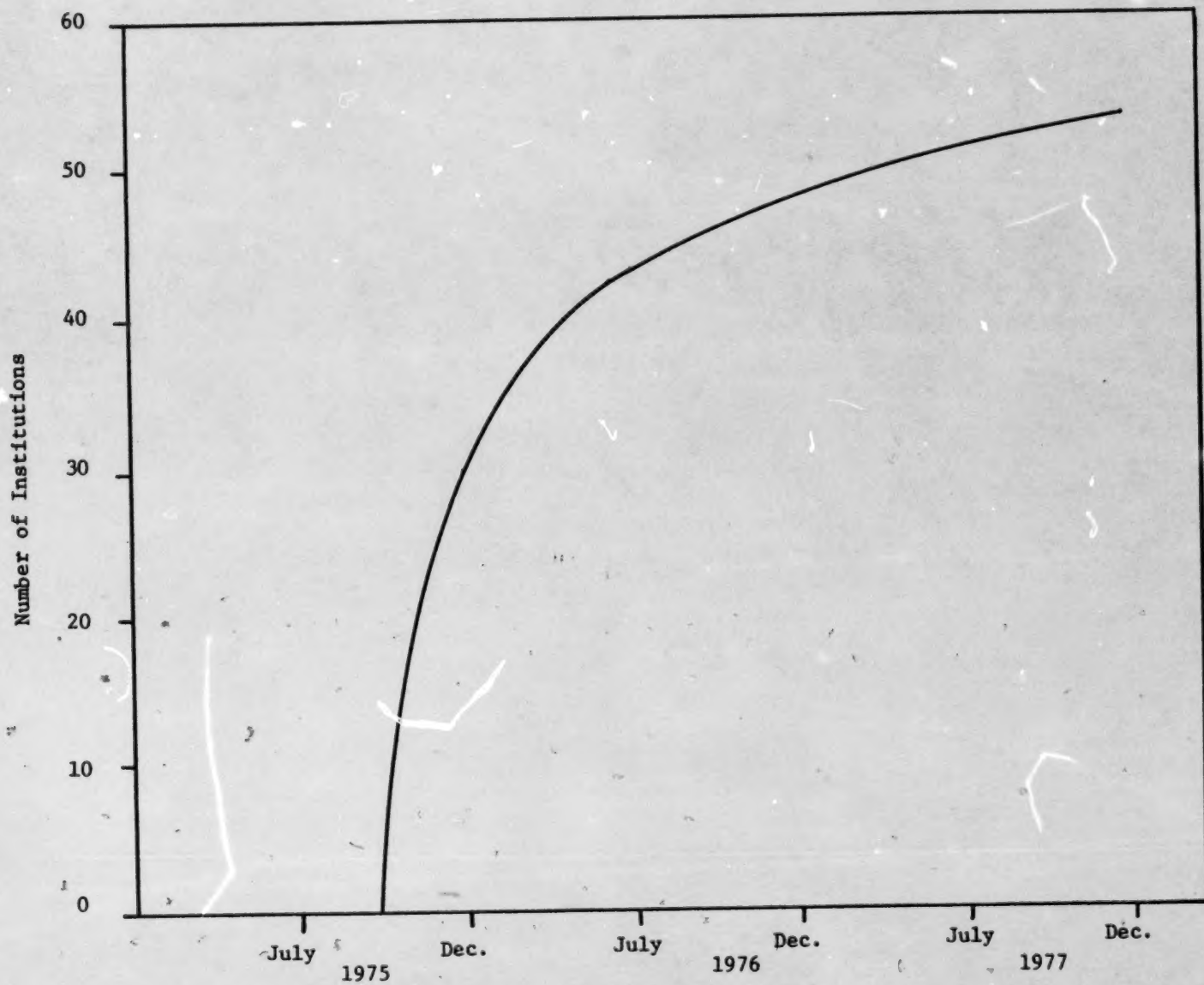


Figure 1 Membership Growth

D. Objective: "Survey Institutions for Existing Materials"

Measures: Clearinghouse input data; survey of membership as to extent of input.

Data:

1. The materials search began at the end of January, 1976 with the mailing of Clearinghouse Input Forms to the members; in the 16 months that followed, 203 entries were made in the Clearinghouse by nineteen institutions (Appendix I).
2. Questions #1 and #2 on the CSIM Evaluation Survey (Appendix F) attempted to determine the extent of the materials search and any limitations on its completion; the results were as follows:
Question (1): What amount of your institution's materials appropriate for listing with CSIM has been listed?

5 nearly 100% 2 75-90% 0 60-76% 3 45-60%
28 less than 45%

What reason(s) explain the non-listings?

8 Copyright concerns 7 not willing to share;
10 materials not solicited; 13 other most related to quality

Question (2): How many materials have been produced at your institution since June, 1976? 214
 How many would you estimate will be produced in the next 12 months? 309

3. Question # 3 on the CSIM Evaluation Survey sought to determine the extent of pre-completion listings (Figure 2).

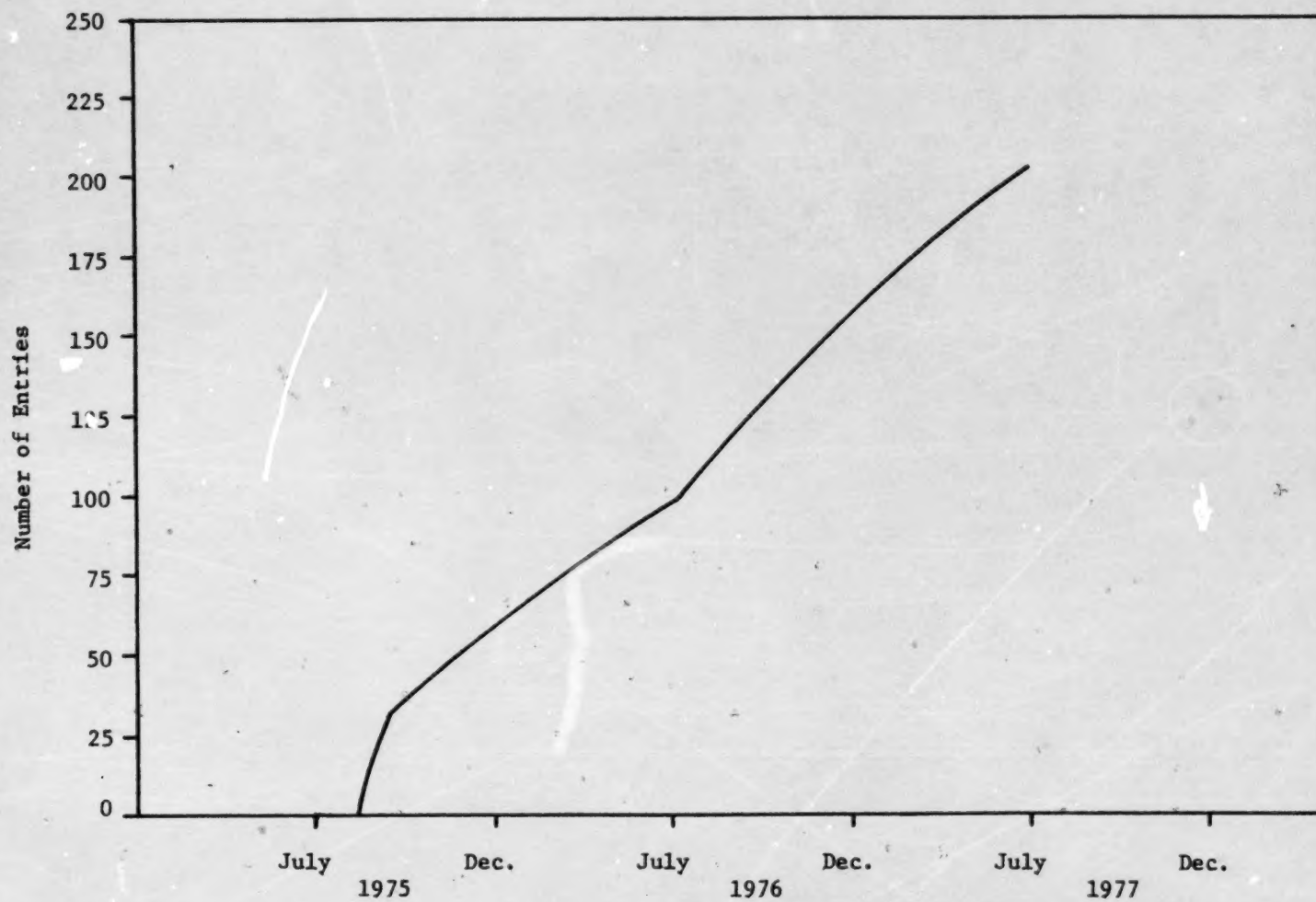


Figure 2 Clearinghouse Growth

Question (3): Have you listed CSIM materials in 1976-77 at the "idea" or "production" stage?
3 yes 36 no If not, did you have any? 16 yes 17 no

Discussion:

- a. The growth of the Clearinghouse has been quite rapid in the sixteen months of its existence (Figure 2).
- b. The members' responses to survey question #1 indicate that information on a large number of materials has yet to reach the Clearinghouse. "Reason" responses suggest that copyright, contact person inactivity and material quality are problem areas.
- c. Responses to survey question #2 give direct evidence of the continuing need for CSIM's existence.
- d. Responses to survey question #3, when linked with similar responses on the Mid-Project Survey suggest a problem area which needs attention.

E. Objective: "Evaluate Materials."

Measures: Preview evaluation data from Clearinghouse, survey of membership as to extent of materials screening.

Data:

1. The Clearinghouse reports receipt of 99 preview evaluation forms (Appendix J); the preview forms indicated general satisfaction with the quality of materials in the Clearinghouse.

2. Question #4 on the CSIM Evaluation Survey attempted to determine the extent of materials screening at the member institutions; the results were as follows:

Question (4): Have you refrained from listing materials in 1976-77 because they were not suitable for sharing?

10 yes 27 no If yes, how many? (estimate) varied
If yes, what criterion(ia) did you use for exclusion?
2 poor technical quality; 1 inappropriate content;
2 not individualized; 4 other varied.

Discussion:

- a. The Clearinghouse report of 99 evaluations is not consistent with the approximately 213 sharing instances reported by the membership (Objective H).
- b. The fact that about 20 percent of the members reported screening out materials coupled with the positive preview evaluations indicates a satisfactory materials evaluation process; neither the reasons given for exclusion nor the amount of materials excluded indicates any sort of problem.

F. Objective: "Establish a Clearinghouse."

Measures: Reports of meetings, forms and newsletters; Clearinghouse input data; Clearinghouse contact data.

Data: CSIM has achieved this objective as evidenced by the above measures Appendices A, B, E, H, I, J.

G. Objective: "Disseminate Information."

Measures: Newsletters; CSIM mailings; survey of membership as to extent of promotion techniques, public relations work.

Data:

1. Five newsletters have been distributed to the membership since the establishment of the Clearinghouse; additional information on meetings, procedures, forms, etc. has also been mailed; CSIM information has been spread throughout the Community College System by mailings and presentations at non-CSIM meetings.
2. Question #7 on the CSIM Evaluation Survey attempted to determine the extent of CSIM promotion distribution at the member institutions; the results were as follows:

Question (7): Which of the following techniques have you used in promoting CSIM at your institution?
18 routing newsletter; 8 posting newsletter;
14 sending newsletter items to individuals;
13 soliciting materials; 25 explaining CSIM to groups;
20 explaining CSIM to individuals;
8 other mostly use of in-house publications

3. Question #8 on the CSIM Evaluation Survey sought to discover the need for several public relations devices under development:

Question (8): What activity(ies) should CSIM undertake to promote increased participation by your institution?

19 PR brochures; 14 visiting PR "roadshow"; 25 PR slide/tape

Discussion:

- a. Members' reports on promotion techniques show newsletter and information dissemination to be healthy. However, material solicitation seems to be weak. (This confirms data from Objective D).

H. Objective: "Promote Sharing"

Measures: Clearinghouse input data; Clearinghouse "sharing data"; "sharing data" from institutions: affective response to CSIM by members; membership.

Data:

1. The input response to the Clearinghouse indicates a positive response to the concept of sharing (Objective D).

2. Clearinghouse sharing data (Appendix J) indicates that 19 schools have been involved in sharing.

3. Institutional sharing data was gathered by the CSIM Evaluation Survey questions #5 and #6; the results were as follows:

Question (5): How many requests for sharing have you made in 1976-77? 213 received? 168.

Question (6): Which of the following describe(s) your institution's sharing in 1976-77? 13 no problems; 4 listed materials not available; 9 few appropriate materials 2 materials poor in quality;

3 procedures not clear; 7 other varied

4. Affective response to CSIM was measured by question #9 on the CSIM Evaluation Survey. The results were as follows:

Question (9): How would you describe your administration's opinion of CSIM at this time?
5 very useful; 7 useful; 24 potentially useful; 3 a disappointment; 1 not worth continuing .

How would you describe your faculty's opinion of CSIM at this time? 3 very useful; 10 useful; 22 potentially useful; 2 a disappointment; 3 not worth continuing.

5. Better than 92 percent of the membership of the North Carolina Community College System belongs to CSIM.

Discussion:

- a. The need for sharing is visibly evidenced by the existence and extent of membership of CSIM.
- b. The willingness to share is evidenced by the substantial input to the Clearinghouse.
- c. As discussed under Follow-up to Mid-Project Evaluation and Objective E, the actual amount of "sharing" is difficult to pinpoint due to variations in statistics from the Clearinghouse and those reported by the membership.

- d. The interest and commitment to sharing by the membership is vividly shown by the affective response to CSIM, especially in the large number viewing CSIM as "potentially useful."

I. Objective: "Secure Additional Funds."

Measures: The Fund for the Improvement of Postsecondary Education (FIPSE) proposal; other planning; survey of members:

Data:

1. A proposal was presented in early 1977 to FIPSE for additional CSIM funding; it was not accepted.
(see Appendix K)
2. The membership was surveyed to secure preliminary evidence of their willingness to take over financial support of CSIM:

Question (10): If the need arises, would your institution be willing to contribute funds to support CSIM? 21 yes; 9 no; 4 less than \$50/yr.; 3 \$100-150 yr.; 5 \$150 yr. & over

Discussion:

At the time of publication of this report, future funding of CSIM had not yet been determined.

VI. CONCLUSIONS AND RECOMMENDATIONS

In the 20 months of its existence, CSIM has made great strides. Its membership has grown beyond the fondest hopes of its founders, and the Clearinghouse operation has been set up rapidly with minimal problems.

In terms of its objectives, CSIM has done well also. With the exception of securing additional funds, all have been accomplished to a level more than appropriate for a young and rapidly growing organization trying an innovative approach to a difficult problem.

This evaluation has found definite areas of needed improvement, as was anticipated. Most obvious, and most important for the continued existence of CSIM, is the location of future funding, hopefully to expand service, but at least to continue that now offered.

Other recommendations include:

A. 1. Data from Objective D indicates several weak areas:

- a. Copyright concerns are keeping materials out of the Clearinghouse.

In recognition of this problem an ad hoc Copyright Committee was established in 1976. It is recommended that this committee press on with its work and attempt to publish appropriate guidelines as soon as possible.

- b. Contact persons are not soliciting materials as they should.

A recommendation relating to the overall person can be found in recommendation #4.

- c. Quality of materials remains as a stumbling block for institutions. It is recommended that CSIM conduct workshops and/or internal consulting services to alleviate this problem.
 - d. Sharing curriculum ideas before duplicate materials are produced was and should be a key facet of CSIM. It is recommended that high priority be given to publicizing and encouraging such sharing in the future.
2. Data from Objective E and H indicate a continuing problem with gathering accurate "sharing" figures. It is recommended that reminders to send in preview/user evaluations be included prominently in preview/user forms, request forms, and in newsletters, the Contact Person Handbook, and meetings.
3. Data from Objective G confirms that of Objective D in indicating weak solicitation of materials by contact persons. A recommendation in this area follows.
4. The contact person is the key to CSIM. Data from this and the Mid-Project Evaluation suggest that too little attention has been focused on the selection, qualifications, and duties of this person, resulting in a wide variance in quality.

As it is likely that CSIM will have some kind of reorganization when a new funding source is obtained, it is therefore recommended that a new letter of commitment be obtained from each member institution with a new naming of a contact person.

This letter would outline the qualifications for a contact person, and the kinds of material and political support expected from the administration. The confusion of the dual naming of a contact person and an institutional representative should be eliminated.

The new or re-named contact person would receive a follow-up information packet from the CSIM Clearinghouse and a personal call from an experienced CSIM representative. This representative would then become their personal CSIM resource person as they undertake to organize their campus.

SUMMARY

During the past twenty months, the Clearinghouse of the Consortium for Sharing Instructional Materials has received over two-hundred listings. Although these materials represent a sizable collection, results of the final evaluation revealed that approximately fifty per cent of the media had been held back and not listed for the purpose of sharing. These findings have revealed an even greater need for institutions within the community college system to sustain the present level of sharing, but in addition make every effort to increase their efforts in the planning and production of instructional media.

Although CSIM received only \$14,900 for a two year period, the accomplishments have been far beyond the initial expectations. The initial planning included only ten institutions but when other institutions were invited to join the membership grew to 53 or 92.9 per cent (Figure 3).

Results of the final evaluation revealed that the Consortium should continue. CSIM contact persons, administrators and faculty rated the sharing as being useful and that it should be continued with financial support from either local institutions, Rural Renaissance or funded by the state board.

CSIM is different from most sharing consortia in that a successful plan was developed, implemented and proved to be practical in the sharing of locally produced instructional media.

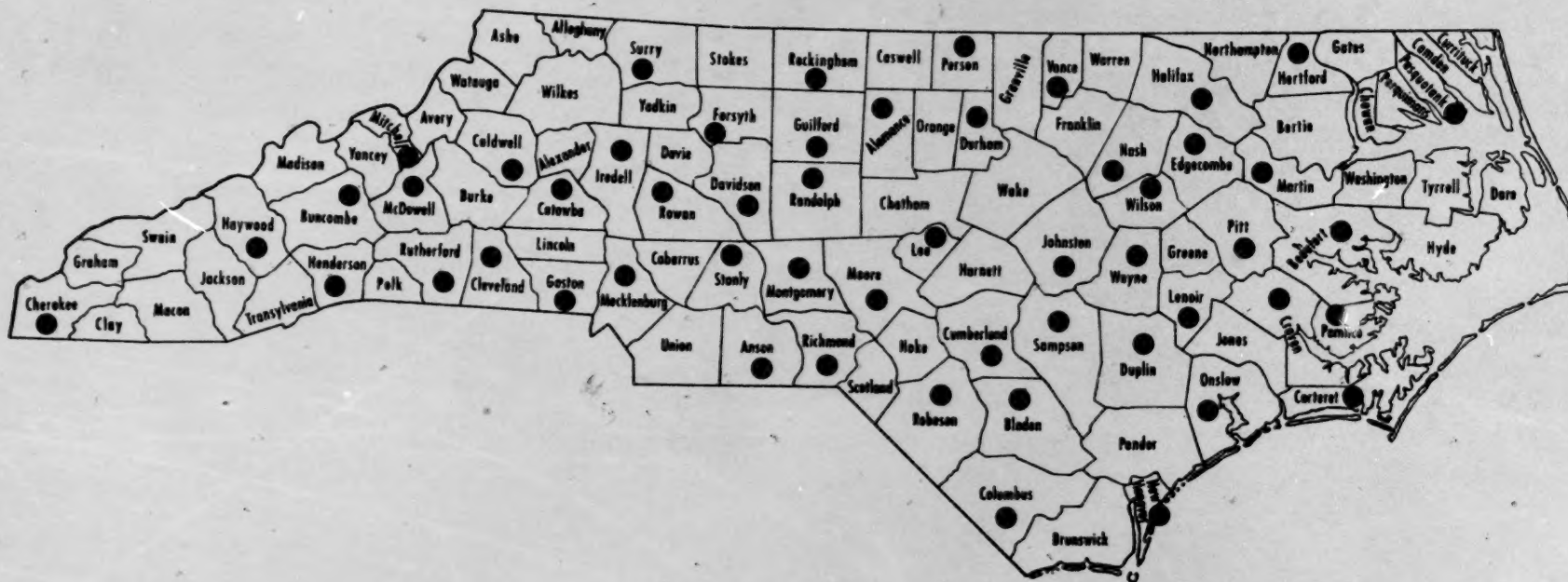


Figure 3 Member Institutions

A P P E N D I X A

CLEARINGHOUSE INPUT FORM

CONSORTIUM FOR SHARING INSTRUCTIONAL MATERIALS
CLEARINGHOUSE INPUT FORM

NOTE: This form is designed for the retrieval of information to be stored in the Consortium Clearinghouse for the purpose of sharing instructional ideas and materials with member institutions. Send the original to the address on back; retain a copy for your files.

PLEASE TYPE OR PRINT

10. _____
Title of Material

11. _____
Name of Developer(s)

Copyrighted? ☐ Yes ☐ No
12. 13.

(If yes, put vendor's name) _____
14.

Topics, units, etc. if applicable:

15. _____ 18. _____
16. _____ 19. _____
17. _____ 20. _____

(Continue on back under Description if necessary)
51.

Media Format:

21. ☐ Printed Material 27. ☐ Audio Tape(s), Minutes ☐ 28.
22. ☐ Transparencies, No. 29. ☐ Video Tape(s), 1/2" ☐ 30.
23. ☐ Film(s), Minutes 24. 31. ☐ 3/4" Cass.
25. ☐ Slides, No. 32. Other ☐ _____

Is special equipment required? ☐ Yes ☐ No
If yes, specify 33 34

35. Approximate Length: (Presentation time - hrs./days/wks.) ☐ hrs. ☐ days ☐ wks.
36 37 38

Use: Classroom ☐ Small Group ☐ Individual ☐
39 40 41

Stage of Development: Idea State ☐ In Progress ☐ Completed ☐
42 43 44

Has it been used with students? ☐ Yes ☐ No 47. How long? _____
45 46 Quarters

Has there been a review or evaluation of these materials by you ☐ , by your
students ☐ , by others ☐ ?
47 48 49 50

51. - Continue Description

For Consortium Use Only

1. _____
Subject Code
2. _____
Course Code
3. _____
Format Code
4. _____
Title-Key Words
5. _____
Title-Key Words
6. _____
Title-Key Words
7. _____
Institution
8. _____
Availability Code
9. _____
Copyright Code

Brief Description of Materials: to include content; curriculum for which developed; what, if any, commercially produced materials are included: 29

Signature of Developer:

Date:

Name of Contact Person:

Name of Institution:

This space for Consortium secretary's use.

This space for Consortium secretary's use.

Please return original copy of form to Zenobia Jefferson, Consortium Secretary, North Carolina Department of Community Colleges, 25 Education Building, Raleigh, North Carolina 27611

Please return original copy of form to Zenobia Jefferson, Consortium Secretary, North Carolina Department of Community Colleges, 25 Education Building, Raleigh, North Carolina 27611

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A P P E N D I X B

CONSORTIUM CONNECTION VOL. I NO. 5

April 1, 1977

VOL. I NO. 5

FROM THE CHAIRMAN

The Executive Committee of CSIM met at 1:30 p.m. February 17, 1977 at the Hilton Inn in Burlington, North Carolina. Major items discussed were: (1) problems related to sharing of media; (2) final project evaluation; (3) copyright laws and (4) reports from sub-committee chairpersons.

.....

During the Learning Resources Association Conference in Raleigh March 9-11, an informal session of the Executive Committee was held to discuss alternate funding proposals. Although no action was taken a few options are now being explored by Adele Gray and Joe Carter.

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The next meeting of the Executive Committee will be held at 4:30 p.m. May 4, 1977 at the Four Seasons Holiday Inn, Greensboro, North Carolina. This meeting will be held during the annual ORU Conference. All members are encouraged to attend.

ORU CONFERENCE

Adele Gray and Joe Carter will present the CSIM program at the annual ORU Conference at the Four Seasons Holiday Inn, Greensboro, North Carolina May 3-5, 1977. Presentations will be at 3:15 on May 4th and 9:15 on May 5th.

AECT CONVENTION
Miami, Florida

Lester Gabis-Levine is working with a sub-committee in the development of a program that he will present at the annual convention of AECT in Miami, Florida April 24-29, 1977. This will give national recognition to the consortium and hopefully enhance the chances for outside funding. Lester and his committee are to be commended for their efforts in the development and production of the program.

IN THE CLEARINGHOUSE

AIR CONDITIONING (HEATING & REFRIGERATION)

Syllabus - Pattern Development, Sheet Metal Layout. Development of 3 dimensional objects using shop drawing and layout techniques, tool.

AUTOMOTIVE

Instructional Material-Autobody Course syllabi written in behavioral terms including objectives and evaluations for body shop practices. Aut 1101 and Auto body repair Aut 1102.

Auto Mechanics Syllabus Auto Mech I (PME 1101) A course syllabus covering what a student is expected to learn about safety procedures in Auto Engine repair.

Basic context includes:

Auto Mech II (PME 1102) This course syllabus covers ignition, charging, starting, fuel and electrical systems.

Auto Mech III (PME 1103) This course syllabus covers front suspension chassis and brakes and the equipment operation thereof.

Auto Mech IV (PME 1104) This course syllabus covers auto air conditioning, auto servicing, shop management, and related tool usage and safety of this course.

BIOLOGY

Syllabus (set of ideas and objectives) Outline of topics and objectives to be met by students pursuing an introduction to general and medical microbiology at the Freshman level.

Syllabus (set of ideas and objectives) Outline of topics and objectives to be met by students in pursuit of Freshman biology at the college level; including (one quarter each) the three main subdivisions being Population Biology & Genetics, Biology of Individual Organisms, Molecular Biology.

BUSINESS

Syllabus for Business Finance I (Bus 123) Financial Management, Environment of Finance, Risk Versus Return, Financial Analysis, Management of Cash, Management of Accounts Receivable, Management of Inventories, Capital Budgeting, Preparation of Budgets, Alternative methods of Financing, Cost of Capital.

Syllabus for Business Finance II (Bus 124) Commercial Paper, Short term loans, Intermediate-term loans, Money Markets, Capital Markets, Debt, Leasing, Preferred Owners, Residual Owners, Retained Earnings.

BUSINESS

- Syllabus for Personnel Management (Bus 233) Employment process, Manpower training, Leadership, Organizational Communication, Delegation, Motivation, Manager and the group, Performance Appraisal, Wage and Salary Administration, Work Measurement, Incentives, Management and Unions, Collective Bargaining. 14
- Syllabus for Business Management (Bus 235) Management principles, Management Theory, Management Functions, Motivation, Supervision, Management Systems. 14
- Syllabus for Introduction to Auto Data Processing Processing Information, Tabulating System, Electronic Computer, Automation & the Future. 14

CHEMISTRY

- Syllabus (set of ideas & objectives) A basic introduction of principles for chemistry for students pursuing Allied Health studies (particularly nursing). Introduces only the barest surface of general chemistry and organic molecules, just enough to enable the student to comprehend the physiological goings-on of the body and of pharmacology in medicine. 14

DRAFTING & DESIGN

- Course Syllabus Unit objectives written in behavioral terms within specified criteria. Demonstrations with transparencies & chalk board are used to reinforce student learning activities and prepare them to solve problems involving points, lines and planes. 14
- Course Syllabus Unit objectives on specific topics are followed by learning activities using text, film strips, transparencies, and xerox references. Specific learning assignments are employed after each learning activity with specific evaluation criteria prescribed. 14
- Syllabus Threaded Fasteners, Springs, worksheet, reading assignments. 14
- Syllabus Basic introduction to patent illustration.
Basic introduction to graphs and charts.
Introduction to Mechanical Design. 14
- Syllabus Introductory study of the concept of jig & fixture design, application uses. 14
- Syllabus Civil Drafting, Architectural Drafting, Tech. Illustration, Airbrush, Structural Steel. Five different courses of study in drafting, each with its own syllabus. 14
- Course Syllabus Units written for individualized or small group discussions in behavioral terms. Each unit has learning activities specified consisting of xerox systems, transparencies, film strips, sound tapes and reading assignments designed to prepare the student to perform assigned task within a specified criteria. 14

DRAFTING & DESIGN

Schematics & Diagrams Syllabus DFT 1101 Schematic & Diagrams - This course syllabus is a classroom course related to teaching Auto Engine Theory, Tools, and Safety.

DFT 1102 - Schematics & Diagrams - This course syllabus is a classroom course related to teaching ignition, charging, and electrical systems.

DFT 1103 - Schematics & Diagrams - This course syllabus is a classroom course related to teaching front suspension, chassis, brakes, and related safety procedures.

14

ECONOMICS

Syllabus for Principles of Economics ECO-104 Price Mechanism, Demand and Supply, Production, Cost, Profits, Pure Competition, Monopoly and Monopolistic Competition, Oligopoly, Government Regulation of prices.

14

Syllabus for Economic Problems ECO-106 Population, Abortion Repeal, Euphoria, Safer Products, Agriculture, International Trade, Prostitution, Usury, Medical Care, Risk and Insurance, Professional Sports.

14

ENGINEERING

Instructional Syllabus for EGR 101 An overview of the field of Engineering technology with a discussion of the work of the technician and Engineer and their roles in the engineering and industrial structure. Field trips are required to give the student an opportunity to see the engineering profession in a real situation.

14

HEALTH

Syllabus (set of ideas and objectives) Concepts of health, Body and mind, Coping with life, The Physical Self, Sexuality & Sexual Health, Chemistry and Health. An attempt to make the usual required Freshman general health course into something meaningful to the students and useful in their understanding of their environment. An unusual emphasis on interpersonal affectors in the health picture.

14

LAW & LEGAL

N. C. Academy of Trial Lawyers Three hour seminar - entitled "Rights and Liabilities of Law Enforcement Officers. The printed material is supported by three black & white 1/2 video tapes.

58

MECHANICAL

Machinist Mec 1101 The machinist Mec 1101 syllabus is an introduction to the machinist trade and the potential it holds for craftsmen. Deals primarily with the identification, care and use of basic hand tools and precision procedures and processes of lathe, drill press, grinding (off-hand) and milling machines will be introduced both in theory and practice.

14

NURSING

Nursing VII Continuation of the same problems that began in NUR 101 with incorporation of more serious aspects of nursing care as in intensive care and emergency problems of medical-surgical illness. Emphasis in the clinical area is placed on self-direction of the student, quality nursing care and team leadership.

14

PSYCHOLOGY

Syllabus (set of ideas and objectives) Outline of topics and objectives to be met by students in pursuit of a foundation in human anatomy and physiology for medically allied studies and/or for general edification.

14

PHYSICS

PHY 101 (Basic Physics I and Physics & the Environment I) The syllabus includes objectives involving the science of mechanics (static and dynamic), the atomic nature of matter, and the states of matter, and thermodynamics. This syllabus states when laboratories and assignments are to be completed and describes test materials.

14

PHY 102 (Basic Physics II and Physics & the Environment II) The syllabus includes objectives involving wave motion and sound, electricity and magnetism, and geometrical and physical optics, quantum physics, and general discussions involving relativity and nuclear physics. This syllabus defines when Laboratories and assignments are to be done and defines test materials.

14

PHY 103 (Basic Physics III, Physics and Man) The syllabus includes objectives involving problems related to the need and use of energy, the problem of pollution of the air, water, and land and present and future methods of transportation are discussed. This syllabus states when assignments are to be done and explains how the student is to be tested.

14

PHY 110 (General Physics I) The syllabus includes objectives, involving the areas of mechanics (statics, kinematics and energy concepts), harmonic motion and fluid statics and dynamics. A laboratory is correlated with these objectives.

14

PHY 111 (General Physics II) The syllabus includes objectives involving the areas of special relativity, thermodynamics and wave motion, vibrating object and the application of wave motion to sound propagation. This syllabus defines when laboratories and assignments are to be completed and defines how the student is to be tested.

14

PHY 112 (General Physics III) The syllabus includes objectives involving the areas of electricity and magnetism and physical and geometrical optics. This syllabus defines when laboratories and assignments are to be done and defines how the student is to be tested.

14

WELDING

Course Syllabus Materials cover oxyacetylene welding, cutting, metalurgy, ARC welding, certification practice, pipe welding, and inert gas welding W/MIG & TIG process.

14

CSIM TO RECEIVE MODULES

As stated in the North Carolina Renaissance proposal (Phase I) the Consortium for Sharing Instructional Materials will receive 60 complete instructional packages now being produced by the ten member institutions. These thirty minute slide-tape programs, will be processed through the clearinghouse and available for loan to all Community Colleges and Technical Institutes after July 1, 1977.

BITS AND PIECES

The Division of Educational Resources has in the CSIM clearinghouse five sets of the program, Excellence in Instruction - Sound Slide Presentation for the Community College System of North Carolina. This is an excellent program illustrating the importance of and the relationship between learning resources and instructional development. The program was developed by Dr. Ralph Wileman and his staff at the University of North Carolina at Chapel Hill. Loan requests should be directed to the Division of Educational Resources, Room 25, Education Building, Raleigh, North Carolina, 27611 (919) 733-7201.

Carol Southerland is now employed as a librarian in the Windsor Elementary School, Windsor, North Carolina. Cornell Chappell is now the new Consortium secretary. She replaced Zenobia Jefferson who is working in the legislature with Representative Henry Frye from Greensboro, North Carolina. We extend a warm welcome to Cornell and best wishes to Carol and Zenobia.

The Division of Educational Resources has assumed the responsibility for the Inter-Institutional 16 mm Film-Loan Program. An up-dated list of all holdings will be published in a new edition of the catalogue sometimes in the near future.

To date there are 50 Community Colleges and Technical Institutes listed in the Consortium for Sharing Instructional Materials.

.....

Entries listed in this newsletter are "Unedited" to assure the validity of the writer and/or developer.

.....

THE CONSORTIUM CONNECTION is issued by the Consortium for Sharing Instructional Materials, Department of Community Colleges, Division of Educational Resources, Room 25, Education Building, Raleigh, North Carolina 27611 Telephone: (919) 733-7201

A P P E N D I X C

PREVIEW AND USER EVALUATION FORMS

CSIM USER EVALUATION FORM

38

Date: _____

Title: _____

Evaluator: _____

Subject: _____

Institution: _____

Use the following scale for your responses: (Feel free to comment.)

1	2	3	4	5
strongly agree	agree	neutral	disagree	strongly disagree

_____ This material did a better job than what we were using previously.

_____ Our instructors found this material improved their teaching performance.

_____ Our students enjoyed learning by using this material.

_____ This material achieved its performance objectives with our students.

_____ I would recommend that other schools use this material.

_____ Based on this experience, I will use CSIM materials again.

Please describe any changes or adaptations you made in using these materials (additions, deletions, new tests, time changes, etc.).

CSIM PREVIEW EVALUATION FORM

Date: _____

Title: _____

Evaluator: _____

Subject: _____

Institution: _____

Use the following scale for your responses: (Feel free to comment.)

1	2	3	4	5
strongly agree	agree	neutral	disagree	strongly disagree

_____ The material was well designed (layout, format, artwork, photography, sound, script).

_____ The content is accurate and complete.

_____ The material will meet my needs, if it is modified.

_____ The material was adequately described by the CSIM Clearinghouse.

Circle one: I (do, do not) plan to reproduce these materials for classroom use.
(If not, explain on back)

A P P E N D I X DCONSORTIUM FOR SHARING INSTRUCTIONAL MATERIALSMID-PROJECT EVALUATION

(SUPPLEMENT--EXTERNAL TEAM REPORT)

I. RATIONALE

It has been the consistent purpose of the CSIM Review and Evaluation Committee to maximize the validity of its efforts. In attending to the Mid-Project Evaluation, it was felt that an objective outside view of CSIM's progress would be an extremely useful crosscheck methodology to be used in conjunction with an internal self-examination.

II. PROCEDURE

The external evaluation team was recruited from the Community College System by selecting individuals with a combination of appropriate evaluation expertise and non-involvement with CSIM. The team was made up of Dr. Harry G. Beard, Dean of Instruction, Sandhills Community College; Mr. Worth Campbell, Jr., Vice President, Learning Resources, Central Piedmont Community College; Dr. Hartwell H. Fuller, Jr., Dean of Instruction, Edgecombe Technical Institute; and Dr. Roger Woodbury, Title III Coordinator, Wilson County Technical Institute.

The team members were first presented with the CSIM objectives used in the internal phase of the Mid-Project Evaluation (see Mid-Project Evaluation, Appendix E) for their comments and questions. In a similar task, they were also given the CSIM Evaluation Survey Form (see Mid-Project Evaluation, Appendix F). These tasks gave the team familiarity with the working tools of the Mid-Project Evaluation.

The ultimate task of the external team was then begun. The members were presented with the data from the Clearinghouse (see Mid-Project Evaluation, Appendices K and L) and the CSIM membership survey derived for the Mid-Project Evaluation. They were instructed to interpret the data in the light of the CSIM objectives. (They were not asked to evaluate objectives 2, 3, and 9 which were not qualitative in nature.)

The conclusions and comments of the CSIM external evaluation team were then organized into this report by the chairperson of the CSIM Committee on Review and Evaluation.

III. RESULTS AND DISCUSSION

All members of the CSIM external evaluation team completed their evaluations. Their responses were as follows:

- A. Objective: "Find at Least Ten Participants."
Evaluation: The team overwhelmingly was impressed by the scope of the membership, far exceeding the objective.
Comments: "A bright spot in the development of CSIM"; "No small accomplishment"; "A high level of attainment"; "Indicates not only need but interest in participation"
- B. Objective: "Form a Consortium to Devise a Plan for Sharing."
Evaluation: Not evaluated
- C. Objective: "Devise a Plan for Sharing."
Evaluation: Not evaluated
- D. Objective: "Survey Institutions for Existing Materials."
Evaluation: The team indicated that current listings show an optimistic beginning for the Clearinghouse. They also felt that the amount of second-year growth might be critical to CSIM's success.
Comments: "An excellent beginning"; "An intensity of participation"
- E. Objective: "Evaluate Materials."
Evaluation: The team had some concern with the low number of preview evaluations but were impressed by the positive ratings on those returned. They found the institutional screening procedure data satisfactory.

Comment: "It appears that institutions are finding a reasonably large number of items suitable for sharing."

F. Objective: "Establish a Clearinghouse."

Evaluation: The team agreed that the data indicated that a working Clearinghouse had been established.

Comment: "A clearinghouse has been established and, more importantly, it is functional."

G. Objective: "Disseminate Information."

Evaluation: The team stated satisfaction with the information dissemination by the Clearinghouse but expressed concern over the intra-institutional information system.

Comment: "You need to get CSIM into the organization of the institution."

H. Objective: "Promote Sharing."

Evaluation: The team had its greatest reservations in this area. As indicated on the previous objective, they see a need for improved functioning of CSIM on-campus operatives. In addition, they pinpointed the lack of requests to the Clearinghouse as a problematic indicator.

Comments: "Information is either not getting to the instructors or they are not interested in this mode of instructional assistance." "Sharing needs to be promoted on individual campuses."

IV. CONCLUSIONS

The results of the external evaluators' work lend high validity to the original conclusions of the internal portion of the Mid-Project Evaluation; the same strengths and weaknesses are indicated. With this additional confirmation, CSIM can more confidently go about an orderly, data-based, self-improvement program in 1976-77, concentrating on the processes within the member institutions.

A P P E N D I X ECSIM OBJECTIVES
(AND MEASUREMENT CRITERIA)

1. Find at least ten participants. (figures of CSIM membership growth)
2. Form a consortium to devise a plan for sharing. (reports of meetings, bylaws)
3. Devise a plan for sharing. (reports of meetings, bylaws)
4. Survey institutions for existing materials. (Clearinghouse input data, survey of institutions as to extent of input)
5. Evaluate materials. (survey institutions as to extent of screening, preview evaluation data from Clearinghouse)
6. Establish a Clearinghouse. (reports of meetings, forms and newsletters, Clearinghouse contact data, Clearinghouse input data)
7. Disseminate information. (newsletters, CSIM mailings, survey institutions as to newsletter dissemination)
8. Promote sharing. (Clearinghouse input data, sharing data from institutions)
9. Secure additional funds. (FIPSE proposal, other plans)
- * 10. Determine additional materials needed in state.
- * 11. Assist institutions with developing needed materials.

* Contingent on additional funding.

APPENDIX F

All data on this form should be valid as of May 1, 1977. USE BACK FOR COMMENTS

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CSIM EVALUATION SURVEY

1. What amount of your institution's materials appropriate for listing with CSIM has been listed?
☐ nearly 100% ☐ 75-90% ☐ 60-75% ☐ 45-60% ☐ less than 45%
 What reason(s) explain the non-listings? ☐ Copyright concerns
☐ not willing to share; ☐ materials not solicited; ☐ other _____
2. How many materials have been produced at your institution since June, 1976? _____
 How many would you estimate will be produced in the next 12 months? _____
3. Have you listed CSIM materials in 1976-77 at the "idea" or "production" stage?
☐ yes ☐ no If not, did you have any? ☐ yes ☐ no
4. Have you refrained from listing materials in 1976-77 because they were not suitable for sharing?
☐ yes ☐ no If yes, how many? (estimate) _____
 If yes, what criterion(s) did you use for exclusion? ☐ poor technical quality
☐ inappropriate content; ☐ not individualized; ☐ other _____
5. How many requests for sharing have you made in 1976-77? _____ received? _____
6. Which of the following describe(s) your institution's sharing in 1976-77?
☐ no problems; ☐ listed materials not available; ☐ few appropriate materials
☐ materials poor in quality; ☐ procedures not clear; ☐ other _____
7. Which of the following techniques have you used in promoting CSIM at your institution?
☐ routing newsletter; ☐ posting newsletter; ☐ sending newsletter
☐ items to individuals; ☐ soliciting materials; ☐ explaining CSIM to groups
☐ explaining CSIM to individuals; ☐ other _____
8. What activity(ies) should CSIM undertake to promote increased participation by your institution?
☐ PR brochures; ☐ visiting PR "roadshow"; ☐ PR slide/tape
9. How would you describe your administration's opinion of CSIM at this time?
☐ very useful; ☐ useful; ☐ potentially useful; ☐ a disappointment;
☐ not worth continuing
 How would you describe your faculty's opinion of CSIM at this time?
☐ very useful; ☐ useful; ☐ potentially useful; ☐ a disappointment;
☐ not worth continuing
10. In the future, CSIM should be: ☐ supported by members; ☐ merged with Rural Renaissance; ☐ funded by the state; ☐ other _____
 If the need arises, would your institution be willing to contribute funds to support CSIM? ☐ yes; ☐ no; ☐ less than \$50/yr.; ☐ \$50-100yr.; ☐ \$100-150 yr.;
☐ \$150 yr. & over

INITIAL CONSORTIUM MEETING
SHARING INSTRUCTIONAL MATERIALS
ABSTRACT OF ACCOMPLISHMENTS

Hilton Inn
Burlington, North Carolina
September 29-30, 1975

Name: Consortium for Sharing Instructional Materials (Acronym - CSIM)

Purpose: To Improve Instruction in the Community College System by Sharing Instructional Ideas and Materials

Organizational Structure: All 57 institutions of the North Carolina Community College System will be invited to participate initially. Designated representatives from all institutions committed to the purpose of the organization by November 15, 1975 will make up the initial membership. (See organizational chart adopted 9-30-75.)

State Department Role: Advisory and Coordinating

Next Meeting: December 4-5, 1975
Hilton Inn
Post Office Box 1185
Burlington, North Carolina 27215
Telephone: (919) 584-0151

Suggestions for Agenda

1. Clarification of membership in terms of purpose
2. Early meeting of four standing committees in terms of purpose
3. Concrete format for sharing materials, cataloging, and disseminating
4. Specific format for Newsletter and frequency of distribution (monthly, bimonthly, quarterly, etc.)

Interim Chairman: Jimmie Babb
Dean of Vocational Programs
Gaston College
New Dallas Highway
Dallas, North Carolina 28034

BYLAWS
OF
THE CONSORTIUM FOR SHARING INSTRUCTIONAL MATERIALS

ARTICLE I-NAME

The name of this organization shall be the Consortium for Sharing Instructional Materials (CSIM).

ARTICLE II-PURPOSE AND OBJECTIVES

The purpose and objectives of CSIM shall be to improve instruction in the North Carolina Community College System by sharing instructional ideas and materials.

- a. Secure participation of member institutions of the North Carolina System of Community Colleges and Technical Institutes in cooperative efforts for the purpose of sharing and distributing instructional media and curricula materials through the development of a model facilitating such a process.
- b. Disseminate information about and evaluate teacher developed as well as commercially prepared materials in occupational and related curricula to assure quality control and transportability of materials.
- c. Develop, implement, and evaluate a system for periodically updating, disseminating, and revising information about instructional media and curricula materials developed primarily by member institutions.
- d. Secure additional technical or financial assistance from sources external to the Occupational Research Unit (ORU) during and after expiration of the funded project.
- e. Promote the concept of sharing as a means of improving instruction and provide for increased accountability in occupational and related curricula through reducing or eliminating duplication of effort.

ARTICLE III-MEMBERSHIP

Section 1. Membership in CSIM shall consist only of active membership.

Section 2. "Active Membership". Any institution in the N. C. Community College System desirous of participating in the Consortium-- participation being defined as submission of a letter of intent to and responsibility for the member's share of in-kind costs (communications, travel and per diem, borrower's costs for reproduction, etc.) and a commitment to designate one voting institutional representative--is entitled to become an active member of the organization. This membership agreement shall exist between the Executive Committee of CSIM and the participating institutions.

ARTICLE IV-EXECUTIVE COMMITTEE

Section 1. Committee Members. The business, property and affairs of CSIM shall be guided by an Executive Committee composed of a Chairperson, Chairperson-elect, the Chairpersons representing the standing committees of the organization and three members elected at-large from the total membership. All committee persons are entitled to one vote except the advisory position represented by the Director of Educational Resources, and in no case shall one institution have more than one voting member.

Section 2. Power to Make Decisions. The Executive Committee shall have power to make decisions or establish Bylaws subject to ultimate review by the full membership, provided that the Committee shall not make or alter any Bylaw or Bylaws fixing the qualifications,

classification, or term of office of any member or members of the then existing Committee or establish policy contrary to the State Board approved ORU grant during the life of such grant.

Section 3. Term and Replacement Provisions. The term of office for all Executive Committee members shall be one year in length except for the Chairperson-elect who will serve one year in that position and then, upon expiration of the Chairperson's term, assume that position. In the event a vacancy should occur on the Executive Committee during the normal term of residency, replacements may be made at the discretion of the Executive Committee to fulfill the balance of that term. The only exception to the above concerns the Chairperson of the Executive Committee. If for any reason the Chair should become vacant during a normal term of service, the Chairperson-elect shall automatically assume the Chair.

ARTICLE V-ADMINISTERING AGENCY (DEPARTMENT OF COMMUNITY COLLEGES)

Section 1. Administering Agency. The Division of Educational Resources of the Department of Community Colleges shall be designated by the Executive Committee of CSIM to provide technical assistance and coordination of activities for the member institutions.

Section 2. Staff. The Administering Agency will provide staff as required to fulfill the Consortium/ORU project responsibilities. A Project Director from the Administering Agency shall supervise this staff and work directly with the Executive Committee in operating the Consortium.

Section 3. Fiscal Accounting by Administering Agency. Expenditures from the ORU grant for the operation of the project shall be approved by the ORU Project Director and be reported to the Executive Committee on a regular basis. All expenditures must comply with N. C. State Board of Education fiscal policies. Any funds accruing to the Consortium from other sources shall be expended at the discretion of the Executive Committee within the guidelines of the funding source and the State Board of Education.

ARTICLE VI-OFFICERS

Section 1. Chairperson. The Chairperson shall be elected initially and when necessary by and from the voting membership of the Consortium and shall serve for a period of one year. The Chairperson shall preside over all meetings of the Consortium and shall see that, where permitted, all recommendations and resolutions of the Executive Committee are executed. In addition, the Chairperson shall be an ex-officio member of all standing committees.

Section 2. Chairperson-elect. A Chairperson-elect shall be elected by the voting membership of the Consortium on an annual basis. The Chairperson-elect shall perform the duties and exercise the powers of the Chairperson during the absence or disability of the Chairperson. As well, it shall be incumbent upon the Chairperson-elect to discharge any other duties as may be assigned by the Chairperson. Upon expiration of the Chairperson's term, or in the event of an interim vacancy, the Chairperson-elect will automatically assume the Chair.

ARTICLE VII-MEETINGS OF THE EXECUTIVE COMMITTEE
AND CONSORTIUM MEMBERSHIP

Section 1. Frequency of Meetings.

- A. Executive Committee. Meetings of the Executive Committee of CSIM shall be held as needed.
- B. Full Membership. The full membership of CSIM shall meet no less than once annually. It shall be the responsibility of the Executive Committee to, where possible, plan these meetings to be concurrent with other statewide Department of Community Colleges meetings.

Section 2. Notification of Meetings.

- A. Executive Committee. All members of the Executive Committee shall be notified in writing at least 20 days prior to the meeting. It shall be the responsibility of the ORU Project Director and the Chairperson to inform the committee members of the scheduled meeting during the life of the ORU grant. At the expiration of the ORU grant, the responsibility of notification of meetings shall become the sole responsibility of the Chairperson of the Executive Committee.
- B. Full Membership. It shall be the responsibility of the Executive Committee to establish the meeting dates for the general membership and subsequently, notify the full membership in writing of any scheduled meeting not less than 20 days prior to that date.

Section 3. Number of Votes to Which Each Person or Institution is Entitled.

- A. Executive Committee. Regardless of the committee's institutional representation, only one vote per institution is allowed.
- B. Full Membership. Regardless of the institutional representation at any full meeting of the CSIM membership, the one vote per institution regulation will apply.

Section 4. Quorum. At all meetings involving CSIM's representatives, whether committee groups or full membership, a simple majority of voting members shall be necessary to constitute a quorum for transaction of business.

Section 5. Majority Vote. The act of a majority of CSIM members present at a meeting at which a quorum is present (either full membership or committee) shall be the official act of that body.

Section 6. Meeting Place. During the life of the ORU grant, the meeting place shall be designated by the Chairperson of the Executive Committee and the ORU Project Director. Upon expiration of the ORU grant, this responsibility shall revert solely to the Chairperson of CSIM.

ARTICLE VIII-STANDING COMMITTEES

The Chairperson of the Executive Committee shall appoint such standing committees and ad hoc committees as deemed necessary.

ARTICLE IX-TIME OF OPERATION

The operation of the organization shall be from July 1, 1975 to June 30, 1977 unless otherwise provided by the State Board of Education, or continued as a separate entity upon a vote of the Consortium membership.

ARTICLE X-AMENDMENTS TO BYLAWS

Amendment Without Prior Notice. These Bylaws may be amended without prior notice by a vote of two-thirds of the Consortium membership at any regular meeting at which there is a quorum present provided that during the duration of the ORU grant, no operational decisions are made or executed violating the scope and intent of the State Board approved proposal.

APPENDIX IEntries in ClearinghouseFY - 1976-77

1.	College of The Albemarle	4
2.	Craven Community College	41
3.	Forsyth Technical Institute	28
4.	Gaston College	1
5.	Guilford Technical Institute	17
6.	Haywood Technical Institute	1
7.	Martin Community College	1
8.	Mitchell Community College	1
9.	Nash Technical Institute	4
10.	Piedmont Technical Institute	2
11.	Rowan Technical Institute	1
12.	Southeastern Community College	7
13.	Wilson County Technical Institute	<u>3</u>

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A P P E N D I X J

Preview Evaluations

FY 1976-77

1.	Catawba Valley Technical Institute	4
2.	Central Carolina Technical Institute	1
3.	Cleveland County Technical Institute	1
4.	Forsyth Technical Institute	24
5.	Halifax County Technical Institute	4
6.	Haywood Technical Institute	1
7.	Mayland Technical Institute	1
8.	Mitchell Community College	2
9.	Montgomery Technical Institute	1
10.	Nash Technical Institute	4
11.	Pitt Technical Institute	1
12.	Roanoke-Chowan Technical Institute	1
13.	Rowan Technical Institute	13
14.	Sandhills Community College	7
15.	Southeastern Community College	1
16.	Tri-County Technical Institute	10
17.	Wilson County Technical Institute	9
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APPENDIX K

Consortium for Sharing Instructional Materials

Handbook for

Contact Persons

Introduction

The purpose of this handbook is to orient Contact Persons of member institutions in the Consortium for Sharing Instructional Materials (CSIM). This consortium, initially formed in 1975, was made possible by a grant from the Occupational Research Unit of the North Carolina Department of Community Colleges. Consortium membership grew rapidly and now most of the fifty-seven technical institutes and community colleges are members.

Each member institution has designated an individual to be the Institutional Representative to CSIM. This same person may also serve as Contact Person or may assign the duties involved in sharing instructional materials to another person. The remainder of this handbook will explain each of the duties of the institutional Contact Person in detail.

Table of Contents

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Responsibilities of Contact Person	3
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Assisting Faculty and Staff in Listing Materials	4
Distributing Newsletter Information	4
Securing Materials for Local Preview	4
Responding to Preview Requests from Other Members	5
Attending CSIM Meetings	5
Summary	5

Definitions of Terms and Abbreviations

1. Clearinghouse: the central location for storage of CSIM Clearinghouse Input Forms, located in the Education Building, Raleigh, North Carolina.
2. "Consortium Connection": the title of the CSIM Clearinghouse Newsletter.
3. Consortium for Sharing Instructional Materials (CSIM): a consortium open to member institutions of the North Carolina System of Community Colleges and Technical Institutes; the consortium's purpose is to improve instruction by sharing instructional ideas and materials.
4. Contact Person: the person at each member institution of CSIM whose responsibilities include: informing faculty and staff about CSIM; securing and screening materials to be listed in CSIM; assisting faculty and staff in listing materials; distributing newsletter information; securing materials for local preview; responding to preview requests from other members; and attending CSIM meetings.
5. Institutional Representative: a person at each member institution, designated by the President of that institution, who represents the member institution at all CSIM Meetings; this person may also serve as the Contact Person or may choose someone else to perform these duties.

The Contact Person at each member institution has a number of duties and responsibilities. These are listed below, and each duty is explained in subsequent sections of this Handbook.

Informing Faculty and Staff
Identifying and Screening Materials to be Listed
Assisting Faculty and Staff in Listing Materials
Distributing Newsletter Information
Securing Materials for Local Preview
Responding to Preview Requests from Other Members
Attending CSIM Meetings

Informing Faculty and Staff

Initially, faculty and staff may be informed of the existence and purpose of CSIM in a number of ways: through an explanation at a joint meeting of faculty and staff; through a faculty-staff bulletin; through a memo; through individual conferences with each person; or in any other way one might prefer.

Later, however, informing faculty and staff should be included in the institution's orientation program for new faculty and staff. In this way the Contact Person assures that each new employee is informed of the existence and purpose of CSIM.

Periodically, the Contact Person may wish to communicate to the entire faculty and staff any particularly exciting or important events concerning CSIM.

Identifying and Screening Materials to be Listed

Once faculty and staff have learned of the institution's CSIM Membership, the Contact Person becomes involved in identifying materials which employees are willing to share with other member institutions. Screening the available materials to "weed out" unacceptable items will save everyone time in the long run. For example, items which have no transferability to situations outside the producing institutions should probably not be shared unless the material uses a particularly innovative approach which may be of interest to others. Also, materials of poor quality as shown by local evaluative data should be improved before sharing them with others.

Securing materials to be listed with the CSIM Clearinghouse may require that the Contact Person "knock on doors" to motivate personnel to identify materials for sharing purposes.

Assisting Faculty and Staff in Listing Materials

Once materials to be listed have been identified, the Contact Person should provide instructors with blank Clearinghouse Input Forms (see Appendix A) and assistance in completing these forms. The second copy of each form, as well as a sample copy of the materials listed, should be retained in the Contact Person's file. The first copy is sent to the Clearinghouse (CSIM, 25 Education Building, Raleigh, North Carolina 27611). The materials listed will be described in the next issue of the CSIM Clearinghouse Newsletter.

Distributing Newsletter Information

As each issue of the CSIM Clearinghouse Newsletter is received, it is the Contact Person's responsibility to ensure that those persons likely to be interested in the materials listed are informed. This may be done in a variety of ways: duplicating the newsletter for persons likely to be interested; explanation at departmental or faculty meetings; telephone calls; articles in the faculty-staff bulletin describing the new listings; placing a copy of the newsletter on reserve in the library and informing faculty and staff that this has been done; and any other way which may prove to be effective.

Securing Materials for Local Preview

When faculty and staff at the local institution want to preview materials listed in the CSIM Clearinghouse Newsletter, they simply ask the Contact Person to secure a copy of those materials for preview. The Contact Person then communicates with the Contact Person at the producing institution. This contact is normally done by mail (using the Courier Service if available). A standard form (See Appendix B) has been produced for this purpose. Each Contact Person may wish to type in the institution's address at the appropriate place and have multiple copies duplicated to facilitate the request process.

If a person requests materials in a certain area, the Contact Person may go directly through the clearinghouse to determine what types of materials are available in that area. The Clearinghouse will send a copy of the Clearinghouse Input Form for each relevant material to the Contact Person, who may then decide which, if any, of the material(s) to preview.

The producing institution will send one copy of the desired materials to the requesting Contact Person, who, in turn, sees that the individual who wanted to see the materials does two things:

1. Previews the material as soon as possible.
2. Completes a CSIM Preview Evaluation form.

The Contact Person then arranges to duplicate the materials if desired by the employee and to return the materials to the Contact Person at the producing institution. The form in Appendix B may also be used to facilitate the return process. The Preview Evaluation form is then sent to: Consortium for Sharing Instructional Materials, Room 25, Education Building, Raleigh, North Carolina 27611

If the person who previews materials at a local institution decides to use those materials, the local institution is responsible for copying the materials. After the materials have been used, the Contact Person should see that the person who has used the materials completes a User Evaluation Form (See Appendix C) and that this form is sent to CSIM at the above address.

Responding to Preview Requests from Other Members

As preview requests are received from other members, the Contact Person mails a copy of the desired materials to the Contact Person at the requesting institution. A record should be kept of all materials sent so that the Contact Person will know at all times the location of the file copy of preview materials.

As previewed materials are returned, the Contact Person should return the copy to the file or send to the next requestor, if any.

Attending CSIM Meetings

Even if the Contact Person and the Institutional Representative are two different people, it is a good idea for the Contact Person to attend all CSIM meetings if at all possible. The Contact Person is apt to be very much aware of any problems which may have interfered with the sharing process and is, therefore, a good source for overall improvement of the sharing mechanism. For this reason, attendance at CSIM meetings is vital to the Consortium's efficiency and smooth growth.

Summary

The importance of the CSIM Contact Person can not be overemphasized. Without orderly listing and sharing of materials, the Consortium will not be effective in avoiding duplication of instructional materials within the community college system.

If there are other questions not answered by this handbook, please feel free to address them to:

Consortium for Sharing Instructional Materials
25 Education Building
Raleigh, North Carolina 27611
Telephone: (919) 829-7201

CONSORTIUM FOR SHARING INSTRUCTIONAL MATERIALS

ORGANIZATIONAL STRUCTURE

